

SECTION B

5 Year Budget Option 2

LEA Application - School Building Level Information

MICHIGAN SIG COHORT V

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Godwin Heights High School

School Building Code: 01434

Mailing Address: 50 - 35th Street S.W., Wyoming, MI 49548

School Building Contact for the School Improvement Grant

Name: Mr. Chad Conklin

Position and Office: Building Principal

Contact's Mailing Address: 50 - 35th Street S.W., Wyoming, MI 49548

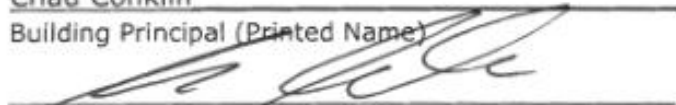
Telephone: 616-252-2050

Fax: 616-252-2067

Email address: cconklin@godwinschools.org

Chad Conklin

Building Principal (Printed Name)



Signature of the Building Principal

616-252-2050

Telephone

7/14/16

Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct

Identify the Intervention Model Used in This School:

- Transformation Model
- Turnaround Model
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

Intervention Model: Transformation Model

Identification Status of the School (Priority or Focus): Priority

NOTE: Narratives should follow the sequence of the grant application.

1. Analysis of Need

When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYES! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:

- **Identified data source(s)**
- **Relevant student achievement data**
- **Connection(s) to student achievement data and targeted areas of improvement.**

a. Based on the information above, describe the school and LEA's method and rationale for how and why the implementation activities of the selection intervention model were identified. (maximum length 1 page)

Originally, in 2013, after being identified as a Priority School, the Redesign Team of Godwin Heights High School examined longitudinal trends of state ELPA results, MME data, ACT/EXPLORE/PLAN data and middle school/freshman MEAP data. The team spent an extensive amount of time analyzing achievement levels, growth, trends, subgroup information, achievement gaps, and enrollment data to foster a deeper understanding of the learning needs exhibited by students. Trending Z scores from 2011-2013 indicated a descending trend in all content areas. Student subgroup data for the MME was then desegregated. For three years, a decline in student achievement existed for African American students in math, social studies and writing. Hispanic/Latino students severely decreased in proficiency in all subject matters from 2012. Longitudinal ELPA scores indicated a high number of English Learners were scoring in a Low/High Intermediate range of language acquisition. Additionally, longitudinal trends from EXPLORE, PLAN, & MEAP data indicated benchmark deficiencies and a decline in literacy, critical thinking and inquiry skills.

Since 2013, Godwin Heights High School has made some student achievement gains. However, after continued data dialogues with new data sources (M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA) students still continued to struggle in foundational academic areas including mathematics and reading. These target areas were identified through a series of facilitated data digs with the principal, teachers, Instructional Specialist, and KISD partners. **Table 1a** details the specific target areas, subgroups, data sources that will be the focus of interventions and supports provided through the Transformation Model. The on-going data digs also shed light on the need for additional fall testing, professional learning, and resources. As such, Godwin Heights stakeholders (Superintendent, Principal, Director of Instruction, Instructional Specialist, & teacher-leaders) collaboratively decided after reviewing, in detail, the requirements to apply for SIG V to augment our state-approved Priority Plan with focused interventions aligned with the Transformation Model.

Table 1a: Godwin Heights High School Analysis of Need			
Targeted Area	Subgroups	Data Sources	Implementation Activities
Reading (Command of Evidence) Students' ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like).	English Language Learners, Economically Disadvantaged, African American, Hispanic/Latino	ELPA, MME, PLAN, EXPLORE, ACT, MEAP, M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA	Sheltered Instruction, Content Area Literacy, 21 st Century Skills, Extended School Day/Year, Intervention Program, Instructional & Data Coaching
Reading (Words in Context) Students' ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing.	English Language Learners, Economically Disadvantaged, African American, Hispanic/Latino	ELPA, MME, PLAN, EXPLORE, ACT, MEAP, M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA	Sheltered Instruction, Content Area Literacy, 21 st Century Skills, Extended School Day/Year, Intervention Program, Instructional & Data Coaching
Reading (Expression of Ideas) Students' ability to revise multiparagraph texts for development, organization, and rhetorically effective language use.	English Language Learners, Economically Disadvantaged, African American, Hispanic/Latino	ELPA, MME, PLAN, EXPLORE, ACT, MEAP, M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA	Sheltered Instruction, Content Area Literacy, 21 st Century Skills, Extended School Day/Year, Intervention Program, Instructional & Data Coaching
Mathematics (Heart of Algebra) Students' skills with linear equations and systems of linear equations.	English Language Learners, Economically Disadvantaged, African American, Hispanic/Latino	ELPA, MME, PLAN, EXPLORE, ACT, MEAP, M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA	Sheltered Instruction, Content Area Literacy, 21 st Century Skills, Extended School Day/Year, Intervention Program, Instructional & Data Coaching
Mathematics (Problem Solving & Data Analysis) Students' ability to use ratios, percentages, and proportional reasoning, as well as describe graphical relationships and analyze data.	English Language Learners, Economically Disadvantaged, African American, Hispanic/Latino	ELPA, MME, PLAN, EXPLORE, ACT, MEAP, M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, WIDA	Sheltered Instruction, Content Area Literacy, 21 st Century Skills, Extended School Day/Year, Intervention Program, Instructional & Data Coaching

There were several relevant factors that were considered when selecting the specific implementation activities embedded in this application. First, we wanted to ensure that all of the implementation activities would align to data-based needs of our students. Second, we wanted to ensure that the implementation activities were allowable and in accord with the requirements of the Transformation model. Third, we wanted to be able to connect implementation activities to on-going work underway. As an example of this third point, the data coaching and instructional support provided through SIG V will be tied to assessment data.

b. Describe the LEA's process for involving parents and the community in selecting the reform model. (maximum length 1 page)

Before the Transformation Plan was written in 2013, parents and community members were recruited to participate and provide input through existing channels and networks by the building Principal through the District and High Schools website and letters mailed home and automated phone calls. Representatives from the district-level Parent Advisory Council (PAC) were also invited to provide input into the selection of the reform model. Feedback and guidance were solicited and collected at a 2-hour long planning meeting in which each of the reform models were described. Parents and community members were asked to provide input about the model that they would most like to see implemented based on (a) the model requirements, (b) the databased needs of our students, and (c) alignment with district and building initiatives.

Because of the relatively short timeline associated with the SIG V grant application, parent and community member input, comments, and questions were collected and considered through 2016 spring surveys and reviewed by the SIG V planning and writing team. One example of an area in which parent and community input shaped the nature of our reform model decision and implementation activities concerned the role of the Family & Community Liaison. The role of the Family and Community Liaison to develop programs and classes to support parents and students outside of school was shaped by direct feedback and input collected.

2. Baseline Data (Attachment A)

☒ Completed and uploaded into MEGs+.

3. Intervention Model – provide narrative on the following:

a. Describe in detail the appropriate interventions that will be implemented for the selected reform model using (Attachment B).

☒ Completed and included as Attachment B.

b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model. (maximum length 1 page)

Due to space constraints this narrative will address in detail just three of the evidence-based strategies (EBS) that will be implemented through SIG V. For a list of the EBSs that will be implemented, please see **Table 3b** and for a comprehensive description please see **Attachment E**.

To select evidence based strategies, as previously mentioned, Godwin Heights High School underwent a diagnostic process with multiple data sources to first begin the understanding of the priority school designation and focus the big ideas on researched based practices aligned with the Transformation Model. Parrett and Budge (2012) compiled thirty years of research to determine effective practices for high poverty schools. Based off of their research and research by Harvey Daniels, Marzano, the CAL institute, and the Partnership for 21st Century Skills, Godwin Heights determined the following to be the best practices to implement school wide:

Sheltered Instruction:

- Enrollment data indicates an increase in English Learners while ELPA and MME data indicates a decline in English Learner's academic performance. The Sheltered Instruction Observation Protocol (SIOP) is an instructional design to foster content and language acquisition. English Learners tend to acquire basic interpersonal communication skills and experience language fossilization with academic vocabulary. Implementing an instructional design where students receive explicit instruction for content and language will increase academic interaction, which will lead to growth and achievement.

Content Area Literacy:

- Literacy skills of reading and writing declined on all data sets, which led to the conclusion of creating a focus area on Content Literacy, especially in the area of evaluating informational text. Based on student data, via class surveys and enrollment

information, many Godwin Heights students come from at-risk situations and have limited opportunities outside of the school day to integrate academic vocabulary with reading and writing. As all teachers integrate content literacy into their teaching, the focus of applying content specific vocabulary to reading and writing will deepen knowledge and proficiency rather than provide a broad scope of skills.

21st Century Skills:

- When analyzing ACT College Readiness Benchmark standards and curriculum, data indicated students struggled with questions and tasks requiring critical thinking, problem solving, and real life application. By embedding 21st Century skills into all contents, instruction will foster ability for students to develop higher level thinking skills required to perform at the high school and beyond level. In addition, 21st Century skills will foster cooperation and collaboration in the classroom and provide opportunities for students to practice content and language in the classroom. 21st Century skills will help strengthen students' ability to construct meaning of their learning and improve problem solving skills rather than rote recall of isolated facts.

To further monitor the implementation of these strategies, Godwin Heights High School administration and teacher leaders will perform frequent walk-throughs and monitor assessments in order to gather both process and student achievement data. Staff will use this data to collaboratively problem-solve, adjust instruction, improve implementation to maximize impact on student achievement. In addition, Godwin Heights High School seeks to inform parents - whom support student learning outside of the instructional day – of effective literacy strategies in an effort to provide intense and frequent opportunities for students to receive support.

Table 3b: Evidence Based Strategies		
EBS	Description	Transformation Model Requirement
Sheltered Instruction	SIOP Instructional Planning & Lesson Delivery	Requirement #5 & #7
Content Area Literacy	Academic Vocabulary, Critical Reading, and Writing Skills aligned and emphasized in all content classes	Requirement #5 & #7
21 st Century Skills	Content Centered Classroom with Critical Thinking/ Problem Solving & Technology	Requirement #5 & #7
Extended School Day/Year	Intervention/Credit Recovery/Summer School	Requirement #9
Instructional/Data Coaching	Site-based data driven coaching to support teachers in improving instructional practices	Requirement #5, #7, #8

c. Describe how the implementation of the SIG will be evaluated for effectiveness. (maximum length 2 pages)

The Godwin Heights Public School District has extensive capacity and experience in evaluating the effective use of school improvement funds and program impact. As noted in the LEA section of this application, the district has an effective central office team that provides support in the area of grant management, program evaluation, and monitoring. Grants fund expenditures will be managed to ensure that they meet grant intent, provide the best value added for the schools and students of the district, and are consistent with grant regulations. Program evaluation and monitoring capacity has been built over the past

several years through the careful and intentional development of policies and procedures for monitoring program implementation and completing robust program evaluations. The Godwin Heights Secondary Instructional Leadership Team (GHSILT) ensures that the district representatives, building leaders, and teachers have timely and creditable data to support informed decision making and program evaluation. Below is a description of the program evaluation process that will be used to continually monitor SIG outcomes and effectiveness.

Step 1: Engage Stakeholders – GHSILT will convene an initial meeting to clarify the goals and objectives of the SIG. They will engage in a discussion with key stakeholders about the intent of the grant in order to clarify how the grant is expected to lead to the stated goals and outcomes. Key stakeholders will be involved early in the evaluation process to ensure a variety of perspectives. Key stakeholders could include district and building leaders, teachers, students, family members, and other members of the grant’s target audience.

Step 2: Describe the Program – GHSILT will then articulate (in writing) what the grant does and what it is supposed to accomplish. This description should answer questions such as: What is the goal of the grant? Which activities are essential to pursue in order to reach the grant goal? How many people is the grant expected to serve? What are the interim indicators of grant success? Etc. It is important to note that program planning and evaluation go together. It is good practice and, in fact, recommended that key stakeholders articulate a shared understanding of the conceptual model prior to implementation.

Step 3: Focus the Evaluation - The evaluations can be either summative or formative in nature. GHSILT can focus on different aspects or programs within the grant as well as goals (i.e., did we meet the desired outcome) or both. GHSILT will consider purpose and timing of the evaluation by considering questions such as, how will the evaluation information be used? What data-gathering methods are best suited for the evaluation? What constraints are present (i.e., time, money, availability of key stakeholders)? Once there is clarity and shared understanding about these questions, GHSILT will create a focused evaluation plan.

Step 4: Gather Evidence - Qualitative and quantitative data are the two main forms of data that will be collected. Qualitative data offers descriptive information that captures perception, opinions, feelings, or observable phenomena. Three commonly used methods for gathering qualitative evaluation data are: interviews, focus groups, and participant observation.

Quantitative data refers to information that may be measured by numbers or tallies. Methods for collecting quantitative data include numerical based systems such as assessments, attendance rates, and disciplinary referrals, as well as, scale-based surveys and questionnaires.

Possible metrics for measuring SIG effectiveness include:

- All of the academic and behavior data included in the Baseline Data Table (see Attachment A) included in this application;
- Building leader and teacher perception surveys;
- Student, family, and community partner surveys;
- Student Focus Groups;
- Parental attendance at SIG-related evening functions;
- Changes in student achievement (as measured by district common assessment as well as state assessment such as M-STEP, PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT).
- K-12 Learning Walks – As a K-12 Instructional Leadership Team, our goal is to build a better understanding together of curriculum and instructional practices to impact continuous improvement of student learning

- Classroom Learning Labs – An in-house professional development protocol that affords teachers the opportunity to observe teaching and learn from one another’s best practices through structured protocol.
- Priority Plan/SIG Implementation Walks – A check and balance for K-12 Alignment and implementation to assure success for all Godwin students.

Step 5: Draw Conclusions - In this step, GHSILT will attempt to answer essential program evaluation questions. Is the grant or program having the intended impact? Are the desired goals or outcomes being achieved? Why or why not? GHSILT will use data to show trends, gaps, strengths, and weaknesses. Compare evaluation data with a) targets set for the grant or program, b) against standards established by stakeholders, and/or c) make comparisons with other grants and initiatives.

Step 6: Share Lessons Learned - It is important that the work put into evaluations is used for grant and program improvement. GHSILT will present findings and recommendations to a broad set of relevant stakeholders (including district and building leaders, teachers, students, and family and community members). Findings will be shared in written and presentation formats at evening parent activities and on-going data dialogues.

Table 3c details the individuals that will be involved in continuously monitoring and evaluating SIG effectiveness.

Table 3c: Evaluated SIG Effectiveness	
Godwin Heights Secondary Instructional Leadership Team (GHSILT)	
GHPS Instructional Division	<ul style="list-style-type: none"> ▪ Mr. William Fetterhoff – Superintendent ▪ Mrs. Michelle Krynicki – Director of Instruction/Title III Director ▪ Dr. Derek Cooley – Director of Special Education
GHPS Department of Finance	<ul style="list-style-type: none"> ▪ Mr. Matt Hickson – Director of Finance ▪ Mr. Andy Duch – Business Office Accountant
Godwin Heights High School	<ul style="list-style-type: none"> ▪ Mr. Chad Conklin – Building Principal ▪ Mr. Michael Porco – Assistant Principal ▪ Ms. Melissa Musial – Instructional Specialist ▪ SIG Coordinator – TBD ▪ Teachers ▪ Students ▪ Family and Community Partners
Kent Intermediate School District	<ul style="list-style-type: none"> ▪ Ms. Susan Brummel – School Improvement Team
Outside Provider	<ul style="list-style-type: none"> ▪ Mrs. Char Firlick – K-12 Leadership Consultant
Michigan Department of Education	<ul style="list-style-type: none"> ▪ Dr. LaWanna Shelton – Education Consultant – School Improvement Support Unit ▪ Ms. Natasha Baker – State School Reform Officer

d. Title VI Rural Schools Element Modification

- i. If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. NOTE: this modification does not apply to the other models. (maximum length 1 page) If the LEA does not receive Title VI rural school funding, mark section 6.d as “N/A.”**

N/A as it applies to this application.

e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

Our work engaging family and community partners in the implementation of the reform model began in earnest after our school was identified as “priority.” At that time, several efforts were made to meaningfully engage families and community partners in wide variety of reform related activities. Evidence of work underway would be: newsletters, parent-teacher conference attendance; updated web pages; the involvement of volunteer organizations; and community mentoring programs.

In regards to specific reform model and interventions described in this application, parents and community partners have already had a chance to provide input and guidance about the selected model. In addition, as described above, parents and community partners will be included in the continuous monitoring and evaluation of the SIG. As such, we have chosen to focus on the following categories of family and community involvement:

Community Engagement Committee (CEC): The committee will be composed of five to seven members including teachers, family members, and community partners. This committee will meet, at least, quarterly to review SIG related data, share perceptions about implementation and provide feedback about on-going program adjustments. By establishing a team and creating partnerships, parent and community engagement will continue to increase at the secondary level.

Department Nights: In collaboration with the Community Engagement Committee, each high school department will offer an evening for parents and community members to learn about our curriculum, best practices, school achievement results and college/career opportunities in a meaningful and interactive way.

Community Events:

As attendance spikes during fall and winter sports, the Community Engagement Committee will capitalize on the opportunity and host open house tailgate events to communicate with parents. The CEC will publish updates in the High School & District newsletter and will work with social media to ensure an active online presence for Godwin Heights families.

Parent Room: In order to make our school more open to parents, we will create a “Parent Room” which will showcase aggregate data related to key metrics of success associated with the grant. In addition, computer stations will be set-up to for parents to access our online grading system if Internet availability is problematic. This room will also house our Family & Community Liaison to assist parents in addressing any needs or concerns.

4. Resource Profile

a. Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding. (maximum length 1 page)

The Godwin has a demonstrated track record of aligning resources (i.e., local, state, federal, and other) in order to ensure implementation fidelity and effectiveness. In such cases input from a variety of stakeholders (i.e., district, building, family, and community) is sought early in the planning and implementation process. In the case

of this grant, multiple funding sources will be leveraged to support the implementation of the selected intervention model. As an example, state funding streams such as the foundation allowance (in combination with Title II, Title III and 31a) are already being used to provide all students in the district with an extended school day. SIG funds will be used to expand these programs, through extended year opportunities and additional resources. As noted above, in order to ensure coherence and maximize impact, decisions about use of local, state, federal, and other funds are driven by data-based student needs and evidence-based best practices. Reform plans (and the Unpacking Tool) also serve to ensure program and intervention coherence. **Table 4a** depicts how some of the major funding sources will be leveraged in support of the implementation of the Transformation Model.

Table 4a: Funding Source Alignment		
Current Intervention	Funding Source	SIG Supplement/Alignment
Sheltered Instruction	General, Title II, Title III	Instructional Program/Professional Learning (Site-based data driven coaching and PD)
Content Area Literacy	General, Title II	Instructional Program/Professional Learning (Site-based data driven coaching and PD)
21 st Century Skills	General, Title II	Instructional Program/Professional Learning/Technology (Site-based data driving coaching, PD and Chromebooks)
High-quality PD aligned to selected reform model	General, Title II	Professional Learning centered our 3 Big Ideas with support from ESPs
Extended School Day/Intervention Program	General, 31a	Additional Intervention Specialists
Extended School Day/Credit Recovery	General, 31a	Before & After School Programs (After School Tier III Tutoring)
Extended School Year/9-12 Summer School	General, 31a	Summer School Programs (Incoming Freshman Summer Transition Program)
Instructional Specialist	General	Personnel & Staff (Data Coach & Math Coach)
Kent School Services Network (KSSN)	General, The Steelcase Foundation Grant	Personnel & Staff (Family & Community Liaison)

In order to best serve the students, Godwin Heights School District proposes to use SIG funds in order to support and enhance the highly impactful work which began during the 2013-2014 school year. See **#4b Resource Profile** and the **#5 External Service Provider Selection** for additional details about how SIG funds will be coordinated to maximize student achievement.

b. The MDE requires the district to have three SIG- funded positions working at the building level as a condition of receiving the grant. These positions are:

1. **The SIG coordinator**
2. **Data coach**
3. **Family liaison coordinator/director**
- ii. **The school principal or assistant principal cannot perform any of the duties outlined above.**
- iii. **The recommended Full-Time Equivalencies (FTEs) for each of these positions are based on the enrollment on each school. These are detailed below:**
 1. **Building enrollment of 250 students or less: should not exceed 0.5 FTE per position.**

2. **Building enrollment of 251 to 500 students: should not exceed 0.7 FTE per position.**
 3. **Building enrollment of 501 or more students: should not exceed 1.0 FTE per position.**
 - iv. **Districts applying for multiple schools may combine FTEs. For example:**
 1. **Two buildings with enrollment of 250 or less students are applying. They could have:**
 - a. **1.0 FTE SIG coordinator to cover both buildings.**
 - b. **1.0 Data Coach to Cover both Buildings.**
 2. **These are examples only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.**
 - v. **In a single building, any of the three positions may be combined at the building level. For example:**
 1. **One individual could be 0.5 FTE as the SIG coordinator and 0.5 FTE as the Data Coach.**
 2. **This is provided as an example only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.**
 - vi. **Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. (maximum length 2 pages)**
- NOTE: SIG positions funded at the building level may not be duplicated at the district level. Some district costs for oversight of the SIG are allowable. See LEA level application for more information.**

SIG Coordinator: The SIG Coordinator will be a contracted service at the equivalent of a **.5 SIG-Funded FTE**. This individual will work with the building Principal, Director of Instruction, Instructional Specialist, and the Building School Improvement Team (BSIT) comprised of administration and teacher-leaders to support and oversee all aspects of reform plan implementation and monitoring. In addition, the SIG Coordinator will work with the building Principal to plan and coordinator program budgets in accordance with SIG guidelines and federal regulations. The SIG Coordinator will also work with the MDE SIG Monitor to coordinate and complete SIG monitoring and compliance mandates and reports (e.g., leading and lagging, quarterly, and annual), ensure alignment of district and building improvement efforts, and support the development of tools and mechanisms to assess SIG implementation and impact. The SIG Coordinator will also communicate, coordinate and support the work with external service providers on the implementation of SIG.

Data Coach: The SIG Data Coach will be a contracted service at the equivalent of a **.5 SIG-Funded FTE**. This individual will work with building Principal, Director of Instruction, Instructional Specialist and the Building School Improvement Team (BSIT) in planning and conducting staff development activities that focus on the use of data and assessments to enhance learning and collaborative instructional planning. The data coach will work with small groups of teachers and/or instructional leaders in analyzing data and using data to differentiate instruction and make data-driven decisions. He/She will co-facilitate professional development that focus on data-digs to support teachers in the use of state and local assessment data, the development of data-driven tools and mechanisms to assess SIG implementation and impact. Specifically, the data coach will conduct targeted classroom observations with the Instructional Specialist and data will be shared at the school level and across grade levels. A process of collaborative inquiry will be used with a focus on teachers making decisions that are not judgmental or evaluative. Individual teachers will use their own data to examine practice. Opportunities for change will be identified and action plans will be developed and put

into practice. The data coach will follow up with classroom visits and conversations about practices while viewing all grade levels to ensure vertical alignment.

Family & Community Liaison: The SIG Family & Community Liaison will be represented as a **1.0 SIG-Funded FTE**. The Family and Community Liaison will assist in increasing parent participation and student achievement with our current Community School Coordinator through Kent School Services Network (KSSN). The Liaison will also collaborate with school staff and community partners to develop programs and classes to support parents and students outside of school (i.e., Parent Nights); facilitate outreach to families, community leaders and organizations for the purpose of developing resources and building partnerships; assist in the preparation of a variety of written materials (e.g., newsletters, reports, logs, memos, handouts) for the purpose of documenting activities, providing written reference and/or conveying information; provide appropriate referrals and advocacy for families as needed and provide follow up to determine the outcome of services provided for the purpose of supporting families in working toward their goals; provide data for a variety of reports (e.g., program participation, activity) for the purpose of meeting program, district, state and federal requirements; confer with teachers, parents and/or appropriate community agency personnel for the purpose of assisting in evaluating student progress and/or implementing student objectives; participate in a variety of presentations, meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with current professional program regulations.

- c. **The district may choose to employ staff or contract for mental health services to support SIG receiving schools.**
- i. **Indicate whether or not the school will provide mental health services.**
 - ii. **If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.**
NOTE: Contracted mental health services should be for an amount that is in line with the FTE requirements based on enrollment outlined in 3.b.iii above (i.e. the school enrollment is 250 or less, so the amount for the contracted service must be equal to or less than what it would cost for 0.5 FTE of an employee performing the same service).
 - iii. **Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary. (maximum length 1 page)**

At Godwin Heights Public Schools, we understand that the social and emotional needs of our students must be met in order for them to achieve at high levels. As such, we have proactively taken steps to ensure the social and emotional support students require is in place in our school. Through the use of The Steelcase Foundation Grant, our high school currently has an on-site Community School Clinician through Kent School Services Network (KSSN) as a 1.0 FTE. Because this step has been taken, the social, emotional, and mental health support our students need is already in place. We have opted to not allocate SIG V funds towards a Mental Health Specialist.

- d. **Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All**

professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need. Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant (Attachment C) (Narrative maximum length is 1 page; the Year 1 PD calendar does not have a length limit)

The enormous challenges that we face, and needs of our students, have led the District and school leaders to pursue significant changes to the way we approach the education of our students. These changes require a comprehensive and systemic approach to supporting meaningful professional learning. With our focus on implementing SIG in order to increase academic excellence and improve climate and culture, we will utilize eight hours of monthly teacher professional development time. These hours will occur during bi-monthly Wednesday mornings before school and days of early release. This time will be used to expand high-quality instructional strategies, for data-based collaboration, and to develop skills among the instructional and non-instructional staff to meet the needs of our students. During these 8 hours, sessions will be led by the Instructional Specialist, Data Coach, and Math Coach to support and model the implementation of our reform strategies. All professional development will focus around our 3 Big Ideas of the Priority Plan (Sheltered Instruction, Content Area Literacy and 21st Century Skills) and strategic data analysis to guide our instruction.

The schedule is also designed to allow for bi-monthly Professional Learning Communities that will be built into the school day during the hour long lunch/Intervention period. This professional collaboration will help departments focus on learning targets within the instructional cycle, provide support from administration and the Instructional Specialists/Coaches and assist in the use of formative assessment to guide instruction. Rather than waiting for end of year summative data, staff will continuously reflect and apply student work analysis and data into their lesson planning. Weekly professional learning will benefit the academic improvement of Godwin Heights as routine PLCs will encourage continuous dialogue regarding student improvement (Dufour & Eaker 1998). This routine collaboration will promote continuous monitoring and reflection of best practices and student achievement.

For additional information and details about professional learning in Year 1, please see **Attachment C.**

5. External Service Provider Selection (maximum length 2 pages)

Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:

- **How the individuals, team, or committee responsible for vetting and selecting ESP was determined**
- **Process used to research provider and review evidence of effectiveness**
- **A description of the decision making process (i.e. voting or staff consensus)**

NOTE: The school may choose not to work with an external service provider; however the SIG final requirements state the application must still include the information above. Responses that consist of a statement such as “the school will not work with an external service provider” or “N/A” will receive a score of zero.

The selection of an External Service Provider (ESP) is not one that is taken lightly. Ideally, an ESP serves as a true partner in the implementation of the SIG reform model, assisting in the planning, implementation and monitoring of grant outcomes and goals. Initial screening and selection is completed early in the process by the SIG planning and writing team (composed of members from GHSILT). The initial screening and selection of an ESP is driven by (a) a review of our data-based needs, (b) a review of MDEs Preferred ESP list (c) the requirements embedded in the specific reform model selected for implementation (the Transformation Model), (d) recommendations from colleagues that have previously worked with a given ESP, and (e) review of evidence of prior effectiveness. Specifically, we asked the ESP to provide documentation of previous work, similar in scale and scope, along with evidence of impact data. Ultimately, when selecting an ESP, we strive for district and building-level consensus.

Fortunately, Godwin Heights High School has enjoyed successful experiences working with Kent ISD. The selection of Kent ISD (KISD) as one of our external providers allows for the continuity of practice needed to achieve the goals and strategies identified in the SIG. KISD has been willing to be flexible to school based needs, has provided ongoing technical assistance and monitoring related to our three big ideas, as well as site-based support through content coaching. Godwin Heights High School has a strong and well planned model for rapid transformation and KISD has proven responsive to that model with methods and strategies that meet the specific demographic and organizational needs of our students and families.

Beyond KISD, Godwin Heights has consulted with The Institute for Excellence in Education (IEE) - a Michigan-based nonprofit organization providing professional development and school improvement support to K-12 educators across the country. Their goal is to transform education by empowering teachers to become masters of their craft and fostering outstanding learning communities where students excel. After their successful work with Godfrey-Lee High School - another school in Wyoming, Michigan with a very similar student population - GHSILT determined the IEE coaches, with experience as both classroom teachers and school leaders, will be able to effectively assist our staff in embedding the research-based practices into classrooms to meet the needs of every student.

With a significant population of English Learners at Godwin Heights High School, we have also consulted with Pearson because they offer a range of Sheltered Instruction Observation Protocol (SIOP) Model trainings and programs for intervention instruction. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, SIOP is the only scientifically validated model of Sheltered Instruction and a proven framework for teaching both academic content and language skills in ways that are more effective for English Learners. As a framework for organizing instruction, the SIOP Model includes many features that are characteristic of high-quality instruction for all students, such as cooperative learning, reading comprehension strategy instruction, and differentiated instruction. Pearson's SIOP Model professional development would use certified SIOP trainers to help our staff learn the SIOP Model, implement it in their classrooms, build capacity throughout the district, and improve academic results for English Learners, and all students.

The Godwin Heights School District has established a comprehensive process for monitoring and accountability. The support provided by an ESP is subject to the same intensive scrutiny and oversight. The ESPs, working with central office and building level support, analyze the impact of services on core metrics and use disaggregated data from several sources to monitor service and program impact on measurable goals and outcomes. ESPs working with GHSILT will develop a comprehensive plan of support based on data and unique building needs. The ESP then executes the plan and (in collaboration with district and building leaders) monitors outcomes. In addition to our on-going monitoring efforts, our relationships

with ESPs is formalized through a written contract (i.e., a Contract Service Agreement) that specifies costs, deliverables, a timeline for services and supports, and a termination/non-renewal clause that allows the district to terminate the relationship if the district is not satisfied, in any way, with services and supports being provided.

6. Increased Learning Time (maximum length 1 page)

- a. Describe how increased learning time (lengthening the school day, week or year) will be scheduled.**
- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.**
- c. Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?**

The district has extended the High School academic day by 30 minutes (5,070 minutes per year). Classes were increased from 52 minutes to 62 minutes, which created 50 additional minutes per class each week (1,690 per year).

The aforementioned 30 additional minutes added on to a 30-minute lunch period is called "Intervention." The program was founded and developed based on extensive research that identified extended learning time as a key tool in improving the achievement of at-risk students. Further, reports recognized that extended day programs are most effective when maintaining a lower student to teacher ratio and providing explicit instruction of critical thinking skills necessary to complete a course, test successfully and participate effectively in our diverse, democratic society. In our program, any freshmen and sophomores receiving a below a set percentage on any core class assessment are automatically enrolled for in to an Intervention period. The session is run by a teacher and four additional staff (Intervention Specialists) who deliver individualized and differentiated instruction in core academic areas based on the needs of each individual student. Once the student has participated in Intervention and demonstrated mastery over essential content - that student is exited from the program. Entry back into the program will take place if the student falls below any other set percentage on any other core assessment. SIG funds would allow us to hire an additional two Intervention Specialists to keep a low student-to-teacher ratio.

Also, outside of the school year, enrichment summer programs for students will occur for those under-performing their peers in core subjects, such as math and reading. Students work with teachers and Intervention Specialists and demonstrate to develop and understanding of content that was not mastered during the regular school year. Summer school runs Monday-Thursday, 8:00am-12:00pm, and is for four weeks. Using SIG funds, Godwin Heights High School will expand our summer program to include an opportunity for incoming freshman to attend a two-week orientation to prepare them for success in high school, both academically and socially. This time will allow students to become acquainted with the building, form strong study habits and develop positive relationships with their teachers and peers before school even begins.

To create additional learning time for students, using SIG funds, we would like to provide an after-school program to target Tier III students in need of additional support. This time after school would be led by core content teachers to assist struggling students and provide more opportunities for individualized instruction and support. The after-school program will enable students to improve their grades, increase self-esteem, build confidence, and develop positive mentoring relationships. This additional time will allow students to develop a sense of pride and accomplishment as their study, homework habits, behavior, and social skills improve.

Students will learn how to work productively with others, exercise personal responsibility, and set and meet high standards and goals for themselves, building important skills for school, work, and life success.

In order to provide summer school and the after-school extended year program detailed in this section of the application, no specific contract deviations, amendments or MOU's will be required. Our current contract does have existing language related to compensation rates for teachers beyond the normal academic year. For the additional 30 minutes of school each day, an agreement has already been made with the Union to support this increased learning time for the 2016-2017 school year.

7. Timeline

- a. Attach a comprehensive five-year timeline for implementing the selected intervention (Attachment D). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.**

☒ Completed and included as Attachment D.

8. Annual Goals

- a. Determine the school's student academic achievement goals in the core content areas for each of the next five years as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five? (Attachment E)**

☒ Completed and included as Attachment E.

- b. Describe how data will be used for continuous improvement, and how often it will be analyzed. (maximum length 1 page)**

On-going student data analysis will occur bi-monthly during Professional Learning Communities and during professional development. In order to ensure continuous improvement, staff will review and refine existing student data to examine individual student progress and overall grade-level success. Staff will determine whether instructional interventions are being successful. This data will be used as a basis for guiding differentiated instruction and will be discussed and shared widely with stakeholders at building-level PLC meetings and principal-led data conferences. Below is a list of assessments that are currently in use in the building.

Assessments: PSAT 8/9, PSAT 10, PSAT/NMSQT, SAT, M-STEP, classroom formative assessments and district summative assessments will give teachers and administrators a keen sense of ways to improve the "how" and increase meaningful instructional time. As noted, classroom observation data will be conducted in each classroom by a trained Data Coach, Math Coach and Instructional Specialist. This data will provide teachers with valuable and quantifiable information to support critical reflection of their instructional practices. Driven by this data, job-embedded support will be provided to teachers in the form of instructional/data coaching.

Other Data/Metrics: In addition, we will also systematically collect attendance, behavior, and suspension data (monthly) to guide our continuous improvement process.

9. Sustaining Reforms (maximum length 2 pages)

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. How will capacity be increased as a result of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?

Sustainability and building capacity are the result of well-planned and purposeful program design, coherence, and planning. The interventions and strategies described in this plan are grounded in relevant school data and are steeped in a comprehensive view rapid transformation. The selection of the Transformation Model was not arbitrary, and as resources and conditions change, as they most certainly will, consistency in programming and the structures supporting this work is assured. The interventions and strategies outlined in this application are aligned with school and district Title II, Title III Section 31a, as well as the DIP which ensures multiple viable funding streams after the grant period ends.

Capacity building in the leaders (district and building) as well as other members of the staff will be developed through the site-based support of highly-skilled members of the SIG team including the SIG Coordinator/Data Coach, Family and Community Liaison and Instructional Specialist. The ongoing, job-embedded, training and support provided by these individuals over the first three years of full implementation will result in new knowledge and skill acquisition by members of the leadership team and staff. Additionally, a solid foundation for changes in the structure and day-to-day operations of the school (i.e., Professional Development, Multi-Tiered Support System, and the use of data) will remain after the grant period ends. Furthermore, Godwin Heights High School benefit from the curriculum related tools and alignment work well past the length of the grant.

The SIG V sustainability plan was the launching off point for how this grant application was written and developed. The plan was developed by the SIG V writing and planning team, that is comprised of district and building leaders, as well as community partners. As the grant process continues to unfold, additional stakeholders will be invited to assist us in refining and improving our sustainability plan. Those stakeholders will be selected based on (a) their knowledge of plan components, (b) their professional expertise (e.g., state and federal funding regulations, and (c) their connection to the school and community. By utilizing SIG funds, this would allow us to (a) continue the highly impactful work which began during the 2013-2014 school year and (b) add the much needed support and coordination of interventions.

Our sustainability plan ensures that after the grant cycle has ended the leadership team will have the capacity, structures and resources in place to support continuous improvement in teaching and learning. Additionally, the plan ensures that there will be multiple funding options available to ensure the most effective practices and supports remain in place. **Table 9** details some of the major components of the selected reform model and how they will be sustained after the duration of the grant.

Table 9: Sustaining Major Components of the Plan			
EBS	Description	Sustainability Plan	Continued Funding
SIG Coordinator	Responsible for grant management and oversight	Shift to the Director of Instruction	General
Family & Community Liaison	Building relationships with families and community partners to support reforms	Capacity will be built in Principal, staff, & Community School Coordinator	General
Data Coach/Math Coach	Site-based coaching to support teachers in improving instructional practices	Data coaching will be led by the Instructional Specialist	General
Professional Learning	Facilitated teacher collaboration time to examine data and share best practices related to the 3 Big Ideas of the Priority Plan	PLC's will be held bi-monthly and professional development will remain on early release days	General, Title II, Title III
Extended Day/Intervention Program	An additional 35 minutes of instruction in core academic areas during every school day.	The additional time will be maintained and continue to be led by Intervention Specialists	General, 31a
Extended Day/Tier III Tutoring	An additional hour of instruction in core academic areas after school for identified students	Targeted instruction will continue to be led by certified teachers for Tier III students	General
Extended Year	Additional instruction in core academic areas during the summer.	Student would participate in a district-wide extended year	General

The Godwin Heights Public School District is committed to maintaining those practices and structures which prove to have a positive impact on student achievement through the use of other available funding sources including local, state, and federal funds.

10. Budget Narrative and Preliminary Budget Overview

Provide narrative for this section that describes the following:

- a. **Description of appropriate staffing and activities to the support the intervention model at the school level for the full five years of the grant. Indicate the school is selecting 5 year budget option 2 as detailed in 4.b below. (maximum length 1 page)**
 - i. **Appropriate FTEs by enrollment must be documented for SIG funded positions.**

Godwin Heights High School is selecting the 5 year budget **Option #2** with three years of full implementation and two years of sustainability.

SIG Coordinator: The SIG Coordinator will be contracted through an external service provider at the equivalent of a **.5 SIG-Funded FTE**. This individual will work with the building Principal, Curriculum Coordinator, Instructional Specialist, and the Building School Improvement Team (BSIT) comprised of administration and teacher-leaders to support and oversee all aspects of reform plan implementation and monitoring. For a complete description, please see section **4b** of this application.

Data Coach: The SIG Data Coach will be contracted through an external service provider at the equivalent of a **.5 SIG-Funded FTE**. This individual will work with building Principal, Director of Instruction, Instructional Specialist and the Building School Improvement Team (BSIT) in planning and conducting staff development activities that focus on the use of data and assessments to enhance learning and collaborative instructional planning. For a complete description, please see section **4b** of this application.

Family & Community Liaison: The SIG Family & Community Liaison will be represented as a **1.0 SIG-Funded FTE**. The Family and Community Liaison will assist in increasing parent participation and student achievement with our current Community School Coordinator through Kent School Services Network (KSSN). The Liaison will also collaborate with school staff and community partners to develop programs and classes to support parents and students outside of school. For a complete description, please see section **4b** of this application.

Math Coach: The Math Coach will be contracted through an external service provider at the equivalent of a **.6 SIG-Funded FTE**. This individual will support teachers in implementing best instructional practices in the math classroom and deepening content knowledge and pedagogy of teachers; Conduct a needs analysis of schools, analyzing data with the Data Coach & Instructional Specialist, observing instruction, and reviewing curriculum; develop an action plan for coaching aligned with a measurable goal for the work; execute on a coaching action plan, refining and revising when needed to meet the needs of the school; build teachers' capacity to effectively implement Common Core aligned curriculum and analyze data effectively to drive instruction; differentiate teacher support based on individual needs; facilitate teacher teams reflecting on practice, analyzing data, and looking at student work toward the goal of improving student outcomes; develop leadership skills of teacher leaders, supporting them through a micro-credentialing process that acknowledges the core leadership competencies critical to drive school-wide change; guide school leaders in making critical changes to systems, structures, and communication in their school, leading to an environment where professional collaboration is embraced and student success is the focus.

Interventionists: There will be two additional **1.0 SIG-funded FTE** Interventionist positions. These individuals will work with Tier II, and Tier III students in core academic areas; coordinate materials for Credit Recovery & Intervention; coordinate after school tutoring; collect and analyze data to report out information learned to Credit Recovery Coordinator; communicate frequently and effectively with students, parents, and school personnel; work collaboratively in both large and small group instruction.

b. How the school's yearly budgets and activities will differ over the five-year period of the grant. Indicate at the beginning of the narrative the school will use option 2 detailed below. (maximum length 2 pages)

i. Option 2: three years of full implementation not to exceed \$750,000 annually, and two years of sustaining reforms not to exceed \$500,000 annually.

1. How will the year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5?

Godwin Heights High School is selecting the 5 year budget **Option #2** with three years of full implementation and two years of sustainability.

Year 0 – 2015/2016 (Pre-Implementation): Even though we are opting for Option #2, we wanted to share some of the pre-implementation groundwork that has been laid to prepare us for full implementation in the Fall of 2016. To begin, this school already has in place a robust MDE-approved Transformation Plan that has been driving intensive interventions throughout the year. Targeted professional development and an extended school day Intervention Program is currently in place. Building leaders and teachers are learning to use data to differentiate instruction and drive decision-making with the support of our Instructional Specialist, Kent Intermediate School District, and participation in the College Acceleration Network (CAN). As CAN partners with national organizations, foundations,

universities, centers, states, regions, and school districts to develop strategies, infrastructure, tools, networks, training, and support to dramatically improve the capacity for schools to accelerate college and workforce readiness and attainment for the 21st century learner. This important groundwork and the targeted nature of our application, we believe, positions us nicely to jump right into full implementation.

Year 1 – 2016/17 (Full Implementation): In order to best serve our schools and students, both in the short-term (rapid change) and long-term (sustainability) we are submitting a targeted application that supports the Transformation Model. Overhead costs and those associated with district-level oversight and fiscal compliance are minimized. At the district level only indirect at 2.27% is being taken out in order to streamline the budget and ensure that every possible dollar is used to support student and teachers in the implementation of the grant activities.

(Full implementation) there will be a total of 4.6 FTEs added to the building between the SIG Coordinator/Data Coach, Family & Community Liaison, Math Coach and Interventionist Specialists. These individuals will provide site-based support and build capacity within existing leadership and staff to sustain reform efforts. Contracted service line items have also been built in to support on-going job-embedded PD and ESPs as well as materials and supplies and transportation. Finally, we have also built in line items for assessment materials and technology.

Year 2 – 2017/18 (Full Implementation): The Year 2 budget remains largely the same as Year 1. In Year 2, the technology line item is reduced to reflect the investment in technology from Year 1. Note: Adjustments may be made based on the impact of interventions and student achievement.

Year 3 – 2018/19 (Full Implementation): The Year 3 budget remains largely the same as Year 2. In Year 3, the technology line item is again further reduced to reflect the investment in technology from Years 1 & 2. Note: Adjustments may be made based on the impact of interventions and student achievement.

Years 4 & 5 - 2019/20 to 2020/21 (Sustainability): The changes in the budget for Years 4 & 5 represent an intentional, and strategic, scaling-back of resources and support. As detailed in **Table 9: Sustaining Major Components of the Plan**, many elements of the plan remain in place, but funding streams are shifted or the level of support is scaled back. Staffing will be scaled back with the district taking on more of the grant management and oversight work. During Years 4 & 5 (Sustainability) there will be a total of 2 SIG-Funded FTEs in the building between the SIG Coordinator/Data Coach and Family & Community Liaison. Contracted service line items are scaled back and extended learning opportunities would continue to be offered through the district-based extended learning programs. Technology would also be scaled back. Of course, every attempt will be made to maintain support and resources at the levels needed based on data-identified needs.

c. Complete the preliminary building level budget overview for all five years of the grant. (Attachment F.2)

☒X___ Completed and included as Attachment F.2

Attachments

- Attachment A:** Baseline Data (to be uploaded as a separate Excel file into MEGS+)
- Attachment B.1:** Intervention Model
- Attachment C:** Professional Development Calendar
- Attachment D:** SIG Timeline
- Attachment E:** Annual Goals
- Attachment F.2:** Budget Narrative
- Attachment G:** Assurances and Certifications

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

☒ Completed and uploaded into MEGs+.

Attachment B: Intervention Model

The following items are required elements of the model. Describe how each element will be met. Responses must be in the sequence of requirements as listed. (Maximum length 5 pages)

NOTE: If applying for the rural school exemption, reference your response to question 6.d. for the element that is being modified.

- 1. Replace the principal.** Mr. Chad Tolson was appointed to be the principal of Godwin Heights High School at the beginning of the 2010-2011 school year. Mr. Chad Conklin was named principal in the Fall of 2014 and he meets all of the transformation leader competencies.
- 2. Include student data in teacher/leader evaluation.** In 2013-2015, teacher evaluation was comprised of 25% data evaluation based on ACT, MME performance, graduation rates, pre-post classroom assessments and pass/fail rates. When designing for the 2015-2016 school year, the administration and District solicited feedback from teacher leaders in regards to the evaluation tool. Teacher evaluation was comprised of 25% data evaluation based on PSAT 8/9, PSAT 10, SAT performance, graduation rates, pre-post classroom assessments and pass/fail rates.
- 3. Evaluations that are designed with teacher/principal involvement, and will:**
 - a) Be used for continual improvement of instruction;**
 - b) Meaningfully differentiate performance using at least three performance levels;**
 - c) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);**
 - d) Evaluate teachers and principals on a regular basis;**
 - e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and**
 - f) Be used to inform personnel decisions.**

The evaluation tool for Godwin Heights teachers was a county wide adopted model chosen in collaboration with the Kent Intermediate School District and KCEA (Kent County Education Association) and Kent County Board of Education. The area Superintendents collaboratively chose the Charlotte Danielson model to be used for evaluations to support the continual improvement of instruction. Student growth factor data is a significant portion of all evaluations with input from both the teachers/Principal (**See Requirement #2**). Formal evaluations are completed at least twice a year for each teacher and the Principal in addition to multiple walkthroughs. All evaluations are completed in STAGES – a comprehensive online tool for staff evaluation and growth – and all staff are given clear, timely, useful feedback through walkthroughs, mid-year and end-of-year reviews. Performance levels are used to inform personnel decisions and are differentiated between: Ineffective, Minimally Effective, Effective and Highly Effective.

- 4. Remove leaders/staff that have not increased achievement.** Removal of teachers who have not yet increased student achievement is a 2-year process that has been established by state legislation. Teachers who are deemed ineffective are subject to the legal/contract processes which direct the replacement procedures. However, prior to removal, they will be provided opportunities for learning and growth through individual improvement plans (part of the formal evaluation process), involvement in collaboration, and collegial support aimed at implementing positive instructional changes. Staff/teachers that have not increased achievement have been removed or a plan is in place to remove them.

- 5. Provide on-going job embedded staff development.** Job-embedded professional development is provided through mechanisms such as professional development, Professional Learning Communities, Classroom Learning Labs, Peer-to Peer Classroom Visits, Priority Plan Implementation Walks, and individualized coaching with our Instructional Specialist. For the 2016-2017 school year and subsequent years in the grant, Godwin Heights High School will provide 8 hours each month for staff development.
- 6. Implement financial incentives or career growth or flexible work conditions.** The district and building recruitment and retention efforts focus on providing opportunities for career growth (an incentive) through identifying teacher mentors and chairpersons of district-wide committees. The Redesign Team gathered feedback from teachers to determine what staff valued and met with administration to determine the process and rewards for teachers implementing professional development and for those who achieve Effective and Highly Effective evaluations. These teachers will receive public recognition at Board Meetings; opportunities to mentor a student teacher/new teacher; a \$500 bonus stipend.
- 7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.** Data originally utilized to determine the three ideas were current and longitudinal trends of state ELPA results, MME data, ACT Explore and Plan data, and Middle School and Freshman MEAP data. The Redesign Team examined achievement levels, growth, trends, subgroup information, achievement gaps, and enrollment data to foster a deeper understanding of the learning needs exhibited by students. Based on student needs and well researched best practices, Godwin Heights identified three essential areas of focus to be aligned with Common Core State Standards: Sheltered Instruction, Content Area Literacy 21st Century Skills.
- 8. Promote continuous use of student data to inform instruction and meet individual needs of students.** Data is used in a continuous and job-embedded fashion. Building leaders and staff meet regularly to discuss formative and summative data. Data is frequently disaggregated, during professional development, in order to determine whether the needs of all students are being addressed through on-going interventions. This data is then used to differentiate instruction and support interventions.
- 9. Provide increased learning time:**
 - a) That is increased learning time for all students in the core areas**
 - b) That includes instruction in other subjects and enrichment activities that contribute to a well-rounded education**
 - c) That allows for teachers to collaborate, plan and engage in professional development**

In 2012, the total student contact time was 1,081.94 hours in 170 days. The district extended the High School academic day by 30 minutes (5,070 minutes per year). Classes increased from 52 minutes to 62 minutes, which created 50 additional minutes per class each week for all students (1,690 per year).

Student lunch was extended to 60 minutes. The first 30 minutes will be enrichment and academic intervention time for all students. Also, outside of the school year, enrichment summer programs for students will occur for those under-performing their peers in core subjects, such as math and reading. Additional summer enrichment will prevent a decline of academic performance for students who exhibit a gap.

Godwin Heights High School will provide 8 hours a month dedicated to Professional Learning. Every four weeks, departments receive 4 hours for collaboration to analyze student data, set instructional goals, and discuss professional development implementation. In the redesign of the schedule, Godwin Heights High School dedicates

2 mornings outside of the instructional schedule to professional development focusing on the three big ideas. By revisiting the three big ideas, staff will have a continual focus on what drives student achievement and improvement within our building.

10. Provide ongoing mechanisms for family and community engagement. As identified in the planning stages of the redesign plan, Godwin Heights recognizes the importance of a partnership with families. Godwin Heights High School will continue to engage families and community members by offering opportunities for parent and family enrichment throughout the course of the grant and beyond. Other mechanisms include newsletters, parent-teacher conferences, updated web pages, the involvement of volunteer organizations and community mentoring programs.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and categorical spending. This allows schools to put in place student and staff supports aligned to the transformation plans. In addition, the Principal is provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization. Ongoing technical assistance and related support will also be provided through Kent Intermediate School District. Kent ISD staff will provide support and assistance for the Transformation Plan. Technical assistance regarding leadership coaching, selection of initiatives and monitoring progress are among the resources provided. District-level work includes work with the central office (the Director of Finance and Director of Instruction) to remove barriers and increase flexibility and support.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

- 1. Provide additional funding to attract and retain staff.** Monetary incentives will be offered to staff new to the District over their first 5 years at Godwin Heights High School to retain highly effective educators.
- 2. Institute a system for measuring changes in instructional practices that result from professional development.** Godwin Heights District understands the undertaking of the Priority Plan is a beneficial initiative to reforming schools and will lend support to the High School to monitor changes in instructional practices. Director of Instruction is centrally housed in the High School and facilitates weekly meetings with School Administration and an Instructional Specialist to focus on district wide support and alignment. The Instructional Specialist is in place to facilitate professional development, to support teachers/departments/administration in the implementation and evaluation of instructional practices based on student data, as well as perception data anonymously collected from staff.
- 3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.**
- 4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.** Using CCSS and student achievement data, all curriculum maps were updated and reviewed by fall of 2015. Curriculum maps are used as a guide to develop daily lesson plans across all content areas. Daily lesson plans are

submitted each day by every teacher in the building and reviewed on a weekly basis by the building Principal using Google Classroom.

- 5. Implement a school wide Multi-Tiered System of Supports model.** We have an Instructional Specialist that works with teachers on assessment, intervention, proper curriculum implementation and effective use of resources. For Tier I, Tier II and Tier III students struggling in core classes, an Intervention program currently exists **(See #9 Provide Increased Learning Time)**. Further, for Tier III students, based a variety of assessment data, students in grades 9 & 10 receive additional support in a 9th & 10th grade Reading Lab and/or 9th & 10th grade Mathematics Lab to ensure understanding of foundational material. Finally, summer school is provided for all students to obtain mastery of core content and will be available for incoming freshman to become familiar with the building protocols/procedures and to develop skills necessary to be successful at the high school level.
- 6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.** Teachers and staff have been and will continue to be trained in the Sheltered Instruction Observation Protocol (SIOP) in order to increase support for English Learners. Professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. Professional development will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning for English Learners. Decisions for professional development are and will continue to be based upon the needs of the building-level staff members from the analysis of student data collected from a variety of assessments.
- 7. Use and integrate technology-based interventions.** With access to technology, students will develop skills essential for the 21st century. Students will learn the critical thinking skills necessary to help them with solving complex problems, developing different forms of communication, leadership skills, and improving motivation and productivity. Using SIG funds, we will be able to purchase a set of Chromebooks for every classroom. Students will benefit from online practice with Khan Academy and its partnership with the CollegeBoard and receive personalized and interactive practice, quizzes, tests and instant feedback on the skills necessary to be College & Career ready. This is just one way this technology will allow students to receive individualized instruction, to become more self-directed in the learning process and to become close and critical thinkers.
- 8. Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEM), and others.** STEM instruction is an integral piece of an interdisciplinary approach to teaching and learning, using science as the core discipline to teach technology skills, engineering practices, and mathematical applications. The Common Core State Standards and Next Generation Science Standards have emphasized the need for stronger and deeper connections among the Stem subjects. The need for professional development and a deep commitment and belief in the benefits of an interdisciplinary STEM school is key to the success of the program. Teachers will be provided with the research that supports the program and the resources and training to implement the program successfully.
- 9. Provide summer transition programs or freshman academies.** With the use of SIG funds, Godwin Heights High School would like to develop an 8th grade summer transition program for all incoming 9th grade students. **(See #9 Provide Increased Learning Time)**

- 10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.** Credit Recovery is currently in place at Godwin Heights High School. At the end of a semester, if a student fails a core subject area, then that student is placed in Credit Recovery. Credit Recovery takes place every day after-school for an hour with the assistance and support of Intervention Specialists. Once a student re-tests and earns a 70% (freshman) or 75% (sophomore), score on every unit test, they will receive credit for the class.
- 11. Establish early warning systems to identify students who may be at risk of failure.** A variety of data is collected to identify students who may be in the early stages of failure including, but not limited to, attendance, behavior and academic performance. This data is gathered and analyzed by our Assistant Principal and shared with all pertinent individuals (administrators, teachers, counselors, social worker, Intervention Specialists, Community School Coordinator, etc.) to provide immediate interventions.
- 12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.** Godwin Heights High School is currently partnered with Kent School Services Network (KSSN) to provide us with a Community School Coordinator and a Community School Clinician to engage parents/community members as well as to ensure, the social, emotional, and mental health of our students.
- 13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.**
- 14. Implementing approaches to improve school climate, culture, and discipline.** We are currently implementing the Positive Behavioral Interventions and Support (PBIS) framework – an approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. We have also contacted the Flippen Group as an ESP to bring *Capturing Kids' Hearts* to Godwin Heights High School. The program provides training to teachers, staff and administrators to learn and practice skills they will use and model in their classrooms, schools, and districts, including how to build meaningful, productive relationships with every student and every colleague, how to use the *EXCEL Model* of teaching to create a safe, effective environment for learning, how to develop self-managing, high-performing classrooms using team-building skills and a Social Contract and high payoff techniques for dealing with conflict, negative behavior, and disrespect issues.
- 15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.**
N/A
- 16. Allow the school to be run under a new governance arrangement**
- 17. Implement a per-pupil, school-based budget formula weighted based on student needs.**

Attachment C: Professional Development Calendar

Note: This calendar reflects a tentative set of topics and responsible parties associated with each of the monthly professional development opportunities either for an hour Wednesday morning or with an early student release.

Professional Development Calendar for 2016-2017		
Month	Tentative PD Topic	Who is responsible?
August #1	New Teacher Orientation	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
August #2	New Teacher Orientation	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
August #3	New Teacher Orientation	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
September #1	Intervention Program/Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
September #2	Spring 2016 State Assessment Data Dig/Curriculum Updates	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
September #3	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
September #4	SIOP Training	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
October #1	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
October #2	Chromebook Training	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
October #3	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
October #4	SIOP Training	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
October #5	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
November #1	Intervention Program	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
November #2	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
November #3	Close & Critical Reading: Charts, Graphs & Data Tables/TI-Nspire Training	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
December #1	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
December #2	Fall 2016 State Assessment Data Dig/Curriculum Updates	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
January #1	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
January #2	Intervention Program	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
January #3	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
February #1	SIOP Training	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
February #2	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
February #3	Close & Critical Reading	Building Principal, Curriculum Director, Instructional Specialist, Data Coach

Professional Development Calendar for 2016-2017		
Month	Tentative PD Topic	Who is responsible?
February #4	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
March #1	Intervention Program	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
March #2	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
March #3	Staff Spring Test Proctor Training (PSAT 8/9, PSAT 10, SAT, M-STEP)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
March #4	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
April #1	Close & Critical Reading	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
April #2	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
April #3	Close & Critical Reading	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
May #1	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
May #2	Spring 2017 State Assessment Data Dig/Curriculum Updates	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
May #3	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
May #4	Professional Learning Year End Reflection	Building Principal, Curriculum Director, Instructional Specialist, Data Coach
June #1	Professional Learning Communities (PLCs)	Building Principal, Curriculum Director, Instructional Specialist, Data Coach

Attachment D: SIG Timeline

Attach a comprehensive five-year timeline for implementing the selected intervention (**Attachment D**). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.

SIG V 5-Year Timeline							
Action Step	Person Responsible	Year 1	Year 2	Year 3	Year 4	Year 5	Success metric
Establish job descriptions and postings for SIG-funded positions	Principal & DTC & HR	Within 2 week of notice of grant award	As needed	As needed	As needed	As needed	All positions filled within 60 days of grant notification
Align grant timelines with grant budget approval dates	Principal & SIG Coordinator	Within 2 weeks of notice of grant award	On-Going	On-Going	On-Going	On-Going	Grant timeline posted and communicated
Develop contract service agreements & ESP Contract	Curriculum Director, SIG Coordinator & Principal	No later than 30 days after award notification	Annually evaluate & renewal as needed	Annually evaluate & renewal as needed	Annually evaluate & renewal as needed	Annually evaluate & renewal as needed	Interventions and support will be operationalized 45 days after notification
* Finalize PD calendar and coordinate cross-building training	Principal, SIG Coordinator, & Instructional Specialist	No later than 30 days after award notification	Annually develop PD calendar - May	Annually develop PD calendar - May	Annually develop PD calendar - May	Annually develop PD calendar - May	Shared PD Calendar
School-wide SIG orientation (staff & families)	Building Principal & SIG Coordinator	No later than September 2016	Annually as needed	Annually as needed	Annually as needed	Annually as needed	Presentation; Flyers; and Informational Materials
Purchase SIG technology	Building Principal; Finance; SIG Coordinator	Purchases submitted by school and posted on MEGS+ 90 days after notification	October 1 annually	October 1 annually	October 1 annually	October 1 annually	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
* Implement Tier I, II and III academic support interventions	Building Principal; Instructional Specialist, Teacher; ISD	No later than 30 days after award notification	Annually evaluate & adjust as needed	Annually evaluate & adjust as needed	Annually evaluate & adjust as needed	Annually evaluate & adjust as needed	All students will receive Tier I, II or III academic support based on performance data
Implement parent and community engagement strategies	Principal & Family/Community Liaison	No later than 30 days after FCL is hired	September 15 annually	September 15 annually	September 15 annually	September 15 annually	85 % of parents will be actively engaged in no fewer than 2 school activities

SIG V 5-Year Timeline (continued)							
Action Step	Person Responsible	Year 1	Year 2	Year 3	Year 4	Year 5	Success metric
SIG Staff Evaluation	Principal	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
ESP Program review & Evaluation	SIG Coordinator, Principal & GHSILT	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Quarterly with adjustments as needed	Written feedback for ESP and adjustments made within 30 days
Annual SIG Program Review & Evaluation	SIG Coordinator, Principal & GHSILT	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Annually evaluate & adjust as needed - May	Written feedback from DASI and adjustments
SIG grant update to Superintendent	SIG Coordinator	Monthly	Monthly	Monthly	Monthly	Monthly	Written reports and verbal updates to Superintendent as requested
Quarterly SIG grant update to Board of Education	Principal & SIG Coordinator	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly	Written Quarterly Reports delivered to BOE and MDE
Monthly grant so spend down report for SIG coordinator	Principal; GHSILT; Finance; SIG Coordinator	First of the month	First of the month	First of the month	First of the month	First of the month	Timely reporting of grant fiscal status
Annual benchmark & leading indicators reports	Principal & SIG Coordinator	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Submission of data reports to MDE on time 95%+
Align Priority Plan/SIP, Title I, Title III reports and budgets to SIG plans	Principal; GHSILT; SIG Coordinator	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Annually as determined by MDE	Submission of data reports to MDE on time 95%+
* Denotes activities, practices, structures, and procedures that are already in place due to previous priority school identification.							

Attachment E: Annual Goals

Determine the school's student academic achievement goals in the core content areas **for each of the next five years** as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five?

Godwin Heights Senior High School						
MDE Summative Assessments	Current Proficiency Rate 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-2019	Goal for 2019-2020	Goal for 2020-2021
Reading (SAT)	42%	52%	62%	72%	82%	≥85%
Mathematics (SAT)	11%	21%	31%	41%	51%	≥61%
Writing	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies (M-STEP)	20%	30%	40%	50%	60%	≥70%
Science (M-STEP)	<10%	20%	30%	40%	50%	≥60%

Attachment F.2:

Preliminary School Budget for OPTION 2

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items**. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget overview is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

Option 2 Overview:

- Years 1-3: Full implementation not to exceed \$750,000 annually.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$500,000 annually. Sustainable activities comprise the year 4 and year 5 budgets.

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

Use the supplied template on the following page to complete the school level budget overview.

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 2

Full implementation in years 1-3, and sustaining reforms in years 4 & 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant: **Godwin Heights Public Schools**

District Code: **41020**

Budget Summary for: **Godwin Heights High School**

Building Code: **01434**

Year 1: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
113	High School	0	0	7,680	10,000	0	0	17,680
119	Summer School	12,000	0	0	2,500	0	0	14,500
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0
213	Health Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	140,000	0	0	0	140,000
225	Instruction Related Technology	0	0	0	115,000	0	0	115,000
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	6,500	0	0	6,500

Year 1: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
241	Office of the Principal	0	0	0	0	0	0	0
249	Other School Administration	14,062	9,376	6,000	0	0	0	29,438
250	Support Services Business	5,437	3,624	0	0	0	0	9,061
257	Internal Services	0	0	0	0	0	0	0
266	Security Services	0	0	0	0	0	0	0
271	Pupil Transportation Services	0	0	0	5,000	0	0	5,000
281	Planning, Research, Development, and Evaluation	0	0	192,000	0	0	0	192,000
283	Staff/Personnel Services	45,800	50,000	0	0	0	0	95,800
331	Community Activities	50,000	30,401	2,000	20,000	0	0	102,401
	SUBTOTAL	127,299	93,401	347,680	159,000	0	0	727,380
	Indirect Costs 2.77% Restricted Rate	3,526	2,587	9,631	4,404	0	0	20,148
	TOTAL	130,825	95,988	357,311	163,404	0	0	747,528

Year 2: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
113	High School	0	0	7,680	10,000	0	0	17,680
119	Summer School	12,000	0		2,500	0	0	14,500
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0

Year 2: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
213	Health Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	140,000	0	0	0	140,000
225	Instruction Related Technology	0	0	0	85,000	0	0	85,000
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	6,500	0	0	6,500
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
241	Office of the Principal	0	0	0	0	0	0	0
249	Other School Administration	14,062	9,376	6,000	0	0	0	29,438
250	Support Services Business	5,437	3,624	0	0	0	0	9,061
257	Internal Services	0	0	0	0	0	0	0
266	Security Services	0	0	0	0	0	0	0
271	Pupil Transportation Services	0	0	0	5,000	0	0	5,000
281	Planning, Research, Development, and Evaluation	0	0	192,000	0	0	0	192,000
283	Staff/Personnel Services	45,800	50,000	0	0	0	0	95,800
331	Community Activities	50,000	30,401	2,000	30,000	0	0	112,401
	SUBTOTAL	127,299	93,401	347,680	139,000	0	0	707,380
	Indirect Costs 2.77% Restricted Rate	3,526	2,587	9,631	3,850	0	0	19,594
	TOTAL	130,825	95,988	357,311	142,850	0	0	726,974

Year 3: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
113	High School	0	0	7,680	10,000	0	0	17,680
119	Summer School	12,000	0	0	2,500	0	0	14,500
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0
213	Health Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	140,000	0	0	0	140,000
225	Instruction Related Technology	0	0	0	40,000	0	0	40,000
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	6,500	0	0	6,500
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
241	Office of the Principal	0	0	0	0	0	0	0
249	Other School Administration	14,062	9,376	6,000	0	0	0	29,438
250	Support Services Business	5,437	3,624	0	0	0	0	9,061
257	Internal Services	0	0	0	0	0	0	0
266	Security Services	0	0	0	0	0	0	0
271	Pupil Transportation Services	0	0	0	5,000	0	0	5,000
281	Planning, Research, Development, and Evaluation	0	0	192,000	0	0	0	192,000
283	Staff/Personnel Services	45,800	50,000	0	0	0	0	95,800
331	Community Activities	50,000	30,401	2,000	30,000	0	0	112,401

Year 3: Full Implementation								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
	SUBTOTAL	127,299	93,401	347,680	94,000	0	0	662,380
	Indirect Costs 2.77% Restricted Rate	3,526	2,587	9,631	2,604	0	0	18,348
	TOTAL	130,825	95,988	357,311	96,604	0	0	680,728

Year 4: Sustaining Reforms								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
113	High School	0	0	7,680	10,000	0	0	17,680
119	Summer School	0	0	0	4,000	0	0	4,000
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0
213	Health Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	100,000	0	0	0	100,000
225	Instruction Related Technology	0	0	0	40,000	0	0	40,000
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	6,500	0	0	6,500
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
241	Office of the Principal	0	0	0	0	0	0	0
249	Other School Administration	6,000	8,000	6,000	0	0	0	20,000
250	Support Services Business	1,500	2,500	0	0	0	0	4,000

Year 4: Sustaining Reforms								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
257	Internal Services	0	0	0	0	0	0	0
266	Security Services	0	0	0	0	0	0	0
271	Pupil Transportation Services	0	0	0	5,000	0	0	5,000
281	Planning, Research, Development, and Evaluation	0	0	100,000	0	0	0	100,000
283	Staff/Personnel Services	22,000	25,000	0	0	0	0	47,000
331	Community Activities	50,000	30,401	2,000	30,000	0	0	112,401
	SUBTOTAL	79,500	65,901	215,680	95,500	0	0	456,581
	Indirect Costs 2.77% Restricted Rate	2,202	1,825	5,974	2,645	0	0	12,647
	TOTAL	81,702	67,726	221,654	98,145	0	0	469,228

Year 5: Sustaining Reforms								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
113	High School	0	0	7,680	10,000	0	0	17,680
119	Summer School	0	0	0	4,000	0	0	4,000
211	Truancy/Absenteeism Services	0	0	0	0	0	0	0
212	Guidance Services	0	0	0	0	0	0	0
213	Health Services	0	0	0	0	0	0	0
216	Social Work Services	0	0	0	0	0	0	0
221	Improvement of Instruction	0	0	100,000	0	0	0	100,000
225	Instruction Related Technology	0	0	0	40,000	0	0	40,000

Year 5: Sustaining Reforms								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
226	Supervision and Direction of Instructional Staff	0	0	0	0	0	0	0
227	Academic Student Assessment	0	0	0	6,500	0	0	6,500
233	Grant Writer/Grant Procurement	0	0	0	0	0	0	0
241	Office of the Principal	0	0	0	0	0	0	0
249	Other School Administration	6,000	8,000	6,000	0	0	0	20,000
250	Support Services Business	1,500	2,500	0	0	0	0	4,000
257	Internal Services	0	0	0	0	0	0	0
266	Security Services	0	0	0	0	0	0	0
271	Pupil Transportation Services	0	0	0	5,000	0	0	5,000
281	Planning, Research, Development, and Evaluation	0	0	100,000	0	0	0	100,000
283	Staff/Personnel Services	22,000	25,000	0	0	0	0	47,000
331	Community Activities	50,000	30,401	2,000	30,000	0	0	112,401
	SUBTOTAL	79,500	65,901	215,680	95,500	0	0	456,581
	Indirect Costs 2.77% Restricted Rate	2,202	1,825	5,974	2,645	0	0	12,647
	TOTAL	81,702	67,726	221,654	98,145	0	0	469,228

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its

principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed

solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or

after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.